



SC Annual School Report Card Summary

Tanglewood Middle
Greenville
Grades: 6-8 Enrollment: 632
Principal: William Price
Superintendent: Dr. Phinnize J. Fisher
Board Chair: Megan Hickerson

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

| YEAR | ABSOLUTE RATING | GROWTH RATING | PALMETTO GOLD AND SILVER AWARD | | AYP STATUS | NCLB IMPROVEMENT STATUS |
|------|-----------------|---------------|--------------------------------|-----------------|------------|-------------------------|
| | | | General Performance | Closing the Gap | | |
| 2009 | Below Average | Below Average | TBD | TBD | Not Met | R |
| 2008 | At-Risk | Average | N/A | N/A | Not Met | R |
| 2007 | Below Average | Below Average | N/A | N/A | Not Met | R |

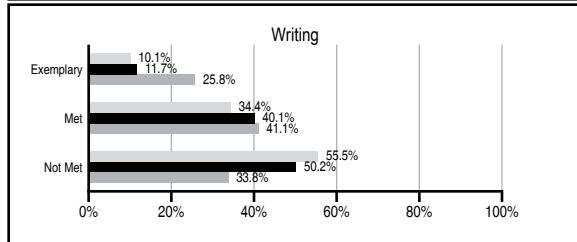
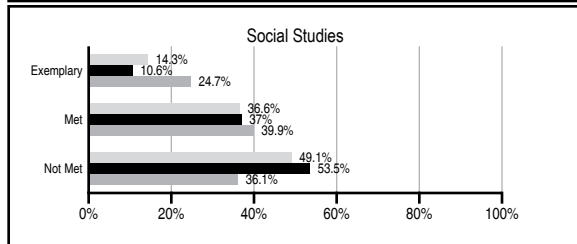
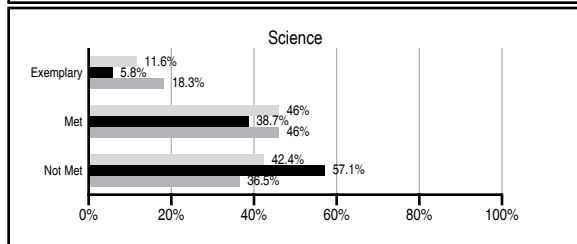
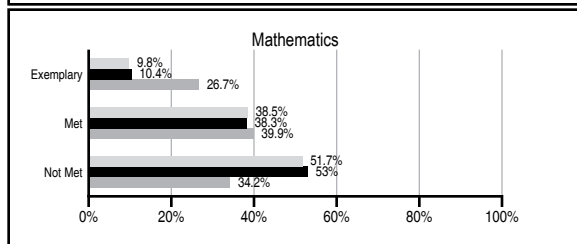
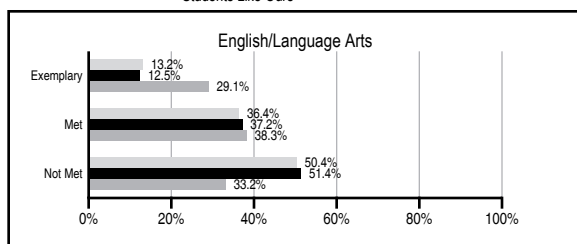
ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| EXCELLENT | GOOD | AVERAGE | BELOW AVERAGE | AT-RISK |
|-----------|------|---------|---------------|---------|
| 0 | 0 | 3 | 38 | 24 |

* Ratings are calculated with data available by 06/01/2010. Schools with Students Like Ours are Middle Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS PERFORMANCE

Our School Middle Schools with Students Like Ours Middle schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.

READING – GRADE 8 (2007)

| | | | | |
|---|-------------|-------|------------|----------|
| South Carolina | 31 | 44 | 23 | 2 |
| Nation | 27 | 43 | 27 | 2 |
| % Below Basic % Basic, Proficient, and Advanced | | | | |
| | Below Basic | Basic | Proficient | Advanced |

MATH – GRADE 8 (2007)

| | | | | |
|---|-------------|-------|------------|----------|
| South Carolina | 29 | 39 | 24 | 7 |
| Nation | 30 | 39 | 24 | 7 |
| % Below Basic % Basic, Proficient, and Advanced | | | | |
| | Below Basic | Basic | Proficient | Advanced |

SCIENCE – GRADE 8 (2005)

| | | | | |
|---|-------------|-------|------------|----------|
| South Carolina | 46 | 31 | 21 | 2 |
| Nation | 43 | 30 | 24 | 3 |
| % Below Basic % Basic, Proficient, and Advanced | | | | |
| | Below Basic | Basic | Proficient | Advanced |

END OF COURSE TESTS - 2009

| % of students scoring 70 or above on: | Our Middle School | Middle Schools with Students Like Ours |
|---------------------------------------|-------------------|--|
| Algebra 1/Math for the Technologies 2 | 97.0 | 86.3 |
| English 1 | 100.0 | 83.2 |
| Physical Science | N/A | 33.8 |
| US History and the Constitution | N/A | N/A |
| All Subjects | 98.2 | 84.7 |

SC PERFORMANCE GOAL

2010 Goal:

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

2020 Vision:

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

Tanglewood Middle [Greenville]

SCHOOL PROFILE

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------------|
| Students (n=632) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 14.4% | Up from 6.9% | 16.3% | 21.6% |
| Retention rate | 1.1% | Down from 1.7% | 2.3% | 1.2% |
| Attendance rate | 95.9% | No Change | 95.5% | 95.9% |
| Eligible for gifted and talented | 1.8% | Down from 4.7% | 4.9% | 14.8% |
| With disabilities other than speech | 17.7% | Up from 17.6% | 14.1% | 12.6% |
| Older than usual for grade | 2.8% | Down from 4.4% | 4.8% | 2.5% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 4.0% | Up from 2.3% | 0.4% | 0.6% |
| Annual dropout rate | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=47) | | | | |
| Teachers with advanced degrees | 42.6% | Up from 39.2% | 54.7% | 56.9% |
| Continuing contract teachers | 78.7% | Up from 66.7% | 61.7% | 72.7% |
| Teachers with emergency or provisional certificates | 2.6% | Down from 2.9% | 14.9% | 5.3% |
| Teachers returning from previous year | 86.1% | Up from 82.5% | 76.4% | 82.9% |
| Teacher attendance rate | 94.8% | Down from 96.1% | 94.9% | 95.2% |
| Average teacher salary* | \$42,025 | Up 4.3% | \$44,832 | \$46,599 |
| Classes not taught by highly qualified teachers | 0.4% | Down from 2.5% | 6.9% | 2.4% |
| Professional development days/teacher | 7.6 days | Down from 10.3 days | 11.1 days | 10.8 days |
| School | | | | |
| Principal's years at school | 1.0 | Down from 2.0 | 2.0 | 3.0 |
| Student-teacher ratio in core subjects | 19.2 to 1 | Up from 18.0 to 1 | 16.7 to 1 | 20.1 to 1 |
| Prime instructional time | 90.3% | Down from 91.0% | 89.1% | 89.9% |
| Opportunities in the arts | Excellent | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 95.7% | Down from 100.0% | 96.5% | 97.8% |
| Character development program | Average | Down from Good | Excellent | Good |
| Dollars spent per pupil** | \$8,581 | Up 15.4% | \$10,078 | \$7,645 |
| Percent of expenditures for instruction** | 58.9% | Down from 64.9% | 60.6% | 63.4% |
| Percent of expenditures for teacher salaries** | 55.5% | Down from 60.8% | 54.7% | 57.0% |
| % of AYP objectives met | 82.8% | Up from 58.6% | 88.2% | 90.5% |

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 42 | 172 | 91 |
| Percent satisfied with learning environment | 66.7% | 77.2% | 74.4% |
| Percent satisfied with social and physical environment | 66.7% | 80.7% | 74.2% |
| Percent satisfied with school-home relations | 19.0% | 84.4% | 71.9% |

*Only students at the highest middle school grade level at this school and their parents were included.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Tanglewood Middle School is working diligently with the SREB (Southern Region Educational Board) in the Making Middle Grades Work initiative. We are focusing on creating a professional collaborative culture and making data-based decisions to improve student achievement. Our school collects, correlates, and disaggregates data to make informed decisions about student achievement. With the use of diagnostic testing, surveys, and evaluations, Tanglewood Middle has ascertained that literacy is the primary area of focus.

We have worked carefully to provide opportunities for students to be more engaged in reading, writing, and speaking. We will begin our first year of a five-year Literacy Plan developed by our language arts department in conjunction with our leadership team. We have successfully completed one year of silent sustained reading and will be implementing D.E.A.R. (Drop Everything And Read) in 2009-2010. The entire building will be reading for eighteen minutes each morning. We have also added a reading teacher to our faculty to assist struggling readers. We will be utilizing a computer-based program, FastForWord, to target needed areas of improvement in reading.

Tanglewood will also be adding two mathematics teachers to the faculty. We will be using the I Can Learn lab (ICL) to increase the mathematical potential of students in grades six through eight. The computer-based program is designed to differentiate instruction and provide extra support for students who are struggling in mathematics.

Our school will begin the PBIS (Positive Behavior Interventions and Support) model in August 2009. Our students will be learning Tanglewood's expectations through lessons taught by our staff members. We will be focusing our attention on positive interaction, character development, and mentoring. As well, our school will be implementing a new, progressive discipline plan in the fall.

Tanglewood Middle School has made academic progress over the past few years. We have many challenges to overcome with the rigors of AYP and No Child Left Behind, but we are confident that our students will continue to improve with excellent instruction and attention to data. The MAP testing this year indicates growth and progress among our students, with higher levels of proficiency noted in both reading and mathematics.

Our school is committed to the students, families, and communities we serve. It takes the combined efforts of these stakeholders to make Tanglewood Middle School a great school! Together, we will achieve performance excellence!

William C. Price, Principal
Dr. Rick Menzer, SIC Chair

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